



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

REVIEWS

THE CREATIVE IMPULSE

A neglected aspect of living has been brought sharply to the fore by Helen Marot in her slender volume on the *Creative Impulse*.¹ Her surprisingly simple thesis—many find it simply surprising, too—runs something like this: Work is not educative unless the worker is interested in producing rather than in acquiring economic goods. Such interest is possible only when the worker shares the responsibility (1) for choosing the object to be produced, (2) for planning the production, and (3) for executing the plan—actual producing. Adventure, experiment, finding out for one's self, not blindly following the directions of another, is the essence of the intellectual life and the best part of freedom. This sharing of responsibility is denied the mass of workers by our present system of managing industry for profit. Machines and scientific management have concentrated all responsibility in the hands of the management. Two bad results follow: (1) The life of the ordinary worker is straitened, whereas it should be broadened by his work. (2) The warmth of interest gone, the worker shrinks back into himself and applies only a small fraction of his potential energy to the business of production, so that our total production is much less than it should be. In other words, our present methods of production tend to make the worker a mere attachment of a machine, much less valuable both to himself and to his employer than the vivid personality he might be.

Miss Marot goes on to show that our industrial schools have much the same effect as the factories. They too often treat the methods of production as already settled and perfected and needing only to be learned and minutely followed by the learner. She even hints that our ordinary high schools have been guilty of this sin of making the eager youth into a mere cog in our social and economic machine.

The remedy? It scarcely needs statement. Restore to the employee and to the pupil a share in the planning of the enterprise and in the responsibility for its conduct. In factory work the restoration will be difficult, but fortunately we are concerned with that phase of the problem only as English teachers are vitally concerned with every aspect of social life. In schools the restoration is hindered only by our own bondage to tradition. There is no reason why we should not, in secondary schools and colleges at least, permit our pupils to participate in choosing the objectives and in planning the

¹ *The Creative Impulse in Industry*. By Helen Marot. New York: E. P. Dutton & Co., 1918. Pp. 146.

procedure, and to bear much of the responsibility for executing the plan. The project method again! You knew it all the time? Naturally, for the project method is the method of real living in school as well as in industry.

W. W. H.

A CYCLOPEDIA OF METHODS

How the best educational practices shall be made general in a land where almost any young woman may try her hand at school work is a puzzle. The normal schools were founded for this purpose, but never have more than a small fraction of our teachers found their way to the normal schools. More recently departments of education in colleges have multiplied. These too, however, touch directly very few of the teachers in the common schools. There is a place then for such a guide to good teaching as *Public School Methods*,¹ now issued in a new and revised edition. As usual, a general editor was employed to engage, co-ordinate, and direct the labors of a number of specialists, each of whom prepared one or more chapters of the work. The discussions of English are divided and appear under the following heads: Primary reading, primary language, story-telling, dramatization, phonics, books and libraries, reading, language and grammar, special day programs.

The treatment of subjects in this pedagogical cyclopedia is generally concrete, direct, and practical. Illustrations are used freely, so that the beginner, who seldom profits much by abstract presentation, finds something to get hold of. At the same time the best modern thought on education is reflected.

On the whole the work displays a good balance of theory and practice. It is besides neither ultra-radical nor old-fashioned. As compared with the "cram" books widely used in preparation for teachers' examinations it is profundity itself, but in contrast to much current educational literature it is homely and non-technical in phraseology. Without doubt many a school-room will see brighter days because the teacher in charge of it has found a source of light and leading in her newly acquired educational *vade mecum*.

BOOK NOTICES

[Mention under this head does not preclude review elsewhere.]

The Home and Country Readers. Books I, II, and III. By MARY A. LASELLE and Dr. FRANK E. SPAULDING. Boston: Little, Brown & Co., 1918.

A series of readers intended to develop ideals in support of home and country. A fourth number will contain practical suggestions on hygiene and on building and furnishing a home.

¹ *Public School Methods.* Chicago: School Methods Company, 1918. Seven volumes.